

## **GRADE ONE**

### **Families Here and Across the World**

**Standard 1-5: The student will demonstrate an understanding of the role of citizens in the American democracy.**

**1-5.2: Summarize the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules). (P)**

**Taxonomy Level:** C 2 Understanding /Procedural Knowledge

**Previous/future knowledge:** In Kindergarten (K-2.1, K-2.2, and K-2.3) students explained the purposes of rules and laws and the consequences of breaking them, including the sometimes unspoken rules of sportsmanship and fair play; summarized the roles of people in authority in a child's life, including those of parents and teachers; and identified people in the community and school who enforce the rules that keep people safe, including crossing guards, firefighters, and police officers.

In seventh grade (7-2.3) students will outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good. Later in high school (USG-2.1) students will summarize the basic principles of American democracy including popular sovereignty, the rule of law, the balance of power, the separation of powers, limited government, federalism, and representative government as expressed in the Declaration of Independence, the Federalist Papers, the Constitution, and the Bill of Rights.

**It is essential for students to know** why rules are important for everyone in a democracy. It is essential for students to understand that in a democracy, citizens make the rules either directly or indirectly, through their elected representatives. Students should understand the importance of voting in a representative democracy as this is how we determine who the rule-makers are in our society. It is also essential for students to know the types of rules that are characteristic of a democracy.

**It is not essential for students to know** the historical and philosophical background of democratic societies. It is not essential for students to know the specific details of the electoral process; the various types of voting machines used during elections, the methods of drawing election districts, the process of the Electoral College system, and other related details. Students do not need to know the history of voting rights in the United States. It is also not essential for students to understand issues surrounding voting rights and conflicts over equal and fair representation.

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**Assessment guidelines:**

Appropriate assessment requires students to *summarize* the rule-making process in a democracy; therefore the primary focus of assessment should be to generalize the main points in the description of a direct and indirect democracy. However, appropriate assessments should also require students to *contrast* these systems in ways that they are related and different from each other.